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ABSTRACT

A brief history and description of Total Quality Management introduces a discussion of a teacher education improvement project at Northeastern Illinois University. The project grew out of a conference (1991) hosted by the university titled "Developing University/Business Partnerships for Restructuring Teacher Education." The Coalition of Universities and Businesses for Education (CUBE) resulted from this conference. In September 1992, a group from Motorola (Northeastern's CUBE business partner) introduced administrators and faculty to the "learning leadership team model." This model was based on the premises that change must be systemic; a team for change must be a vertical structure; and a student-focused approach must be used to determine changes to be made. A process based on Total Quality Management was initiated. In February 1996, following a community-faculty dialogue, the College of Education met again in a brainstorming session to develop new models of teacher preparation for the 21st century. At the center of each of the proposed models was the integration of cultural and linguistic diversity in curricular design. Some of the most successful efforts at Northeastern have been the Minority Mentorship Program, matching incoming freshmen with faculty who build a personal support relationship; the Summer Transition Program, assisting first generation college students in a "head start" immersion to campus life; and a Ford Foundation grant supporting a variety of efforts in faculty professional development to meet the challenges of a multicultural student body. A time line, flow charts, and a bar graph describe and summarize the processes and models. The Mission Statement is attached. (ND)

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ED 393 825

# Diversity and the Quality Process: Curriculum Reform in the School and the University

**AACTE 48th Annual Meeting**
**Chicago, Illinois**
**February 23, 1996**

## Presenters:

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# What is
# Total Quality Management?

## History

**Shortly after WWII, Dr. W. Edwards Deming (a statistician from the Bureau of the Census and Father of Quality Theory) was invited by the Japanese Society of Engineers to assist them in rebuilding their industrial base. The Japanese had only one asset left - their people, and Deming assured them if they learned, understood and implemented his Quality theory into their operations, they would soon lead the world in manufacturing. That is exactly what happened, and today Japan is a manufacturing leader.**

**Deming's theory is that 85% or more of the problems in any business (or organization) are caused by faulty systems that prevent workers from doing a good job. He believed that suggestions for improvement must come from those closest to the work-the workers themselves. The concepts of continuous improvement based on data, elimination of scrap and re-work, and adhering to a customer focus were crucial to reducing costs and staying in business.**

**While he tried hard to convince American manufacturers to adopt his theory, they rejected it. American businesses were largely without competition following WWII, and products made in America were in great demand around the world. Business was booming and American manufacturers did not pay heed to Deming.**

**In the 50 years since the end of WWII, many large U.S. manufacturing companies have gone out of business. Huge market shares have been lost in automobiles, TVS, VCRs, cameras, copy machines and computers, to name a few. When American business leaders began to realize what was happening, they too, asked Dr. Deming for help. Today, thanks in large part to their use of TQM principles and processes, manufacturers like Ford, Xerox, IBM, and General Motors are still in business. Until his death in December, 1993, Dr. Deming worked tirelessly with leaders in many organizations, including those in education, to adapt TQM.**

**Your Notes:**

# Why Total Quality Management in Education?

**For decades our education system has been falling behind other developed nations. More students are dropping out of school than ever before, and many who graduate do not possess the skills to become employable. Further, those who graduate and go on to college, drop out at the rate of over 40%. In spite of the attempts of many well-meaning educators to transform education through: building self-esteem, altering standards, making curricular and time use changes, grouping according to ability, adding classes for gifted and remedial classes, nothing as produced systemic results.**

**Our education system needs to be changed dramatically to ensure that all of our children can become responsible, employable citizens. Though our particular school district has a comparably good school system, we know that we must continuously improve. As educators and citizens we cannot afford to become complacent about education.**

**In schools and school districts around the nation, wherever Total Quality Management is actually in place, students are learning more and faster; the work students complete is of a much higher quality; discipline problems have been reduced; and students, parents and teachers are much happier.**

**Perhaps the most important philosophical reason why TQM can transform a school system is that it helps pull together all that we value in any place we live and work: pride, trust, teamwork, and a sense of ownership and responsibility.**

Your Notes:

# The Northeastern Story

## Introduction

**Northeastern Illinois University, situated on Chicago's northwest side, serves slightly over 10,000 students in Chicago's metropolitan area. Northeastern's teacher and leadership preparation programs provide the largest number of graduates entering Chicago and suburban schools of any area institution. Our mission is to provide outstanding professionals who serve as principals, teachers, coordinators and in other leadership roles. Northeastern also boasts the most diverse student population of any of our state universities. Serving both urban and suburban populations, this institution is committed to bridging the gap of cultural isolation.**

## Creating a Change Friendly Atmosphere

**In October, 1991, Northeastern hosted an invitational conference entitled, "Developing University/Business Partnerships for Restructuring Teacher Education". More than thirty colleges and universities nationwide along with their business partners took part in the three-day event. The results of the conference gave rise to the Coalition of Universities and Businesses for Education(CUBE). Each university associated with CUBE was responsible for developing a project for the improvement of teacher education.**

**In September, 1992, a group from Motorola University, (Northeastern's CUBE partner) introduced administrators and faculty to the concept of the learning leadership team model. The model is based on the following premises: 1) change must be systemic, 2) a team for change must be a vertical structure, 3) a student-focused approach must be used to determine changes to be made.**

**Motorola had worked with several school districts to successfully implement the model. They invited Northeastern to be the first university to use this model as a means of achieving enhanced performance of its graduates and ultimately the students they teach. Motorola's presentation gave rise to Northeastern's LLT (Leadership Learning Team) project. The attached flow charts and time line describe, and summarize the quality process that was initiated.**

## Where are we today?

**This past week, February 16 and 17, Northeastern's College of Education met at yet another "Advance" to brainstorm and develop new models of teacher preparation for the 21st Century. We anticipate that several models will be ready to pilot in the fall, although some might require a longer planning cycle. This "Advance" centered on teacher education and followed a community/faculty dialogue that included many state and**

Chicago area leaders. Survey and other data were collected and analyzed. All through the process we relied on our shared vision, mission statement and belief statements for guidance and structure. At the center of each of the proposed models was the integration of cultural and linguistic diversity in our curricular design. One "rough draft" is included; it features faculty teams (that model cross disciplines, diversity) and block scheduling that fuses course structure, seminars, field experiences, interactive learning.

Later this spring, another community/faculty dialogue will take place to help chart a new course for our leadership program. A continuous improvement process model will help structure our planning and implementation. The attached time line also describes the reorganization that took place July 1, 1995, which is now in its first year. One of the major purposes for this change was to increase opportunities for more faculty interaction across disciplines. Ongoing evaluation will help us decide whether further reorganization or adjustments will need to be made to support our student centered goals.

## Meeting the Challenges of Diversity

Representative of the most successful efforts of Northeastern in meeting the needs of all students are:

* The Minority Mentorship Program - matches incoming freshmen with faculty who build a personal support relationship and serve as student advocate

* Summer Transition Program - assists first generation college students in a "head start" immersion to campus life and provides additional skill building as needed

* A Ford Foundation grant supported a variety of efforts in faculty professional development in meeting the challenges of a multi-cultural student body. Examples include a study by the Business College of student-faculty 'disconnects' that needed to be addressed, literature seminars, and classroom infusion techniques

## Summary

Any efforts at change (in large institutions like universities) or in educational reform are only as effective as the improvements in the teaching/learning process. Northeastern's Dean and Associate Dean of the College of Education encourage and support faculty who learn about and implement the quality process in their classrooms. As quality becomes student driven and as faculty begin to lead (rather than react to) changes impacting 21st century learning, universities can play the role of catalyst toward achieving a vision of life-long learning for every community.

**Northeastern Illinois University LLT (Leadership Learning Team) Timeline**

**December, 1992 - First LLT meeting. Team members discussed the question "What would the ideal College of Education look like?" They gathered data and then decided to pursue the question with the entire college.**

**January-February, 1993 - Meetings were held at the Teachers' Center to discuss the question at hand. The results of the meeting combined with the input from LLT members were used to develop a conceptualization of the "ideal" college.**

**March-December, 1993 - LLT worked on a draft of a new mission statement for the college. The statement was sent to each of the units within the college for review. Several revisions were made before being adopted by the College Assembly in December, 1993.**

**January-March, 1994 - LLT members and faculty developed twelve mission statement directions (MSD's) in response to the following question: "What are the characteristics of the ideal college that have to be incorporated into NEIU College of Education in order to accomplish its mission?" A two-day retreat (called an "Advance") was planned for faculty and staff to develop an action plan based on the MSD's. LLT members developed a pre-retreat survey for faculty and staff to rate the importance of 26 descriptors of an ideal college. A similar survey was given to twenty randomly selected classes within the college.**

**April, 1994 - A two-day "Advance" retreat was held at the Teachers' Center, with 90% of the faculty and staff in attendance. Participants were divided into twelve focus groups with each group concentrating on developing a set of action steps for one of the mission statement directions. These action steps were compiled to produce an action plan including responsibilities, time lines and implementation sequences.**

**May-December, 1994 - LLT reviewed several alternative organizational models that would best support the college's strategic goals as set forth in the mission statement directions.**

**February, 1995 - College faculty/staff determined which organizational model would be selected.**

**March-June, 1995 - LLT planned implementation of the model**

**July, 1995 - New model was implemented**

**August, 1995 - LLT began development of a plan for restructuring teacher education and leadership curriculum.**

**October, 1995 - College hosted community/faculty discussion on teacher education**

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**curriculum. Four questions were discussed:**

**1) What should teachers be able to do?**

**2) What styles of delivery should be used, including those suited to our diverse population?**

**3) How should evaluation be conducted?**

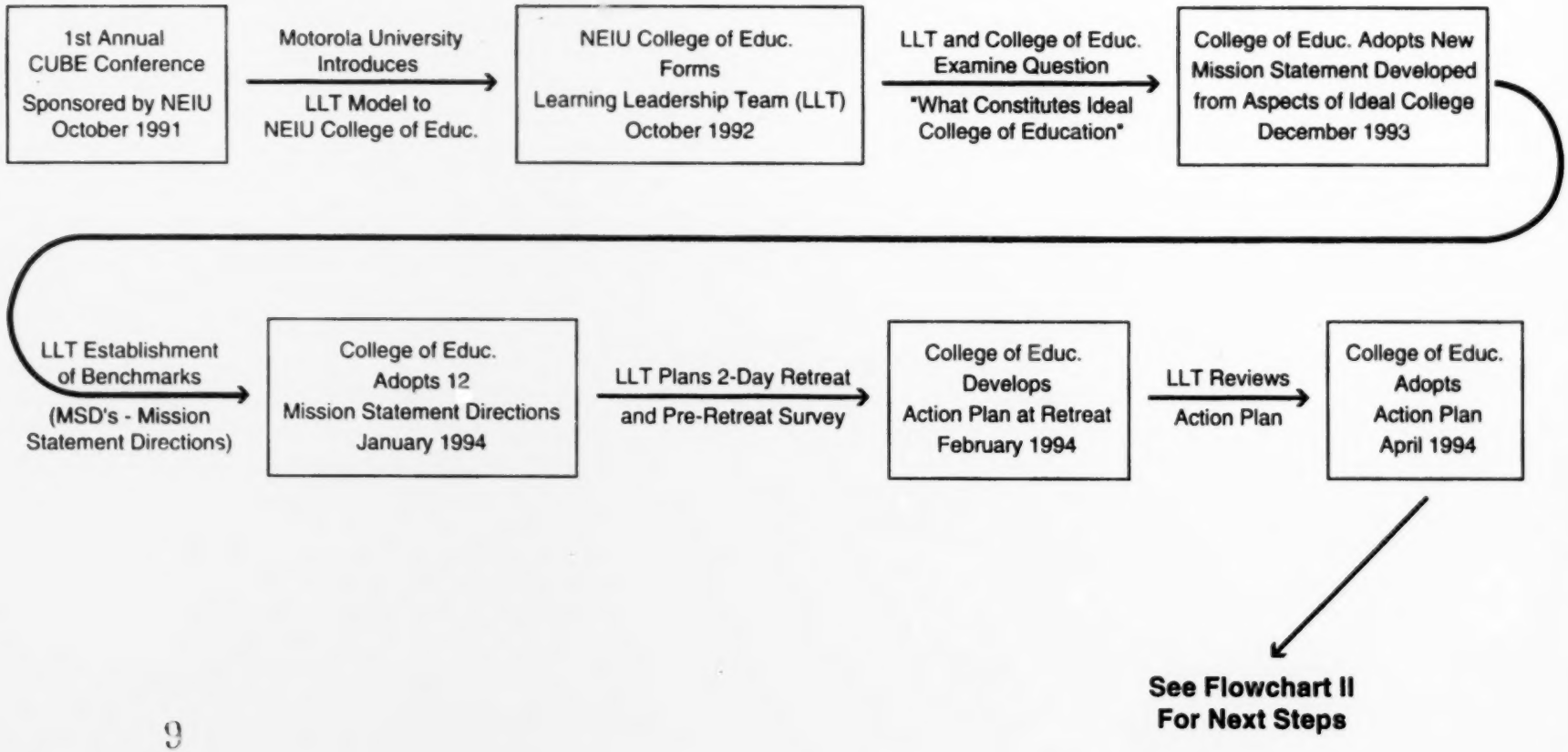
**4) What needs to be done to accomplish #2 and #3?**

**December, 1995 - Plans were developed for Phase II of the LLT project.**

**February, 1996 - A two-day "Advance" brings faculty together to develop new models for teacher education.**

# Northeastern Illinois University College of Education
# LLT Project - Flow Chart I

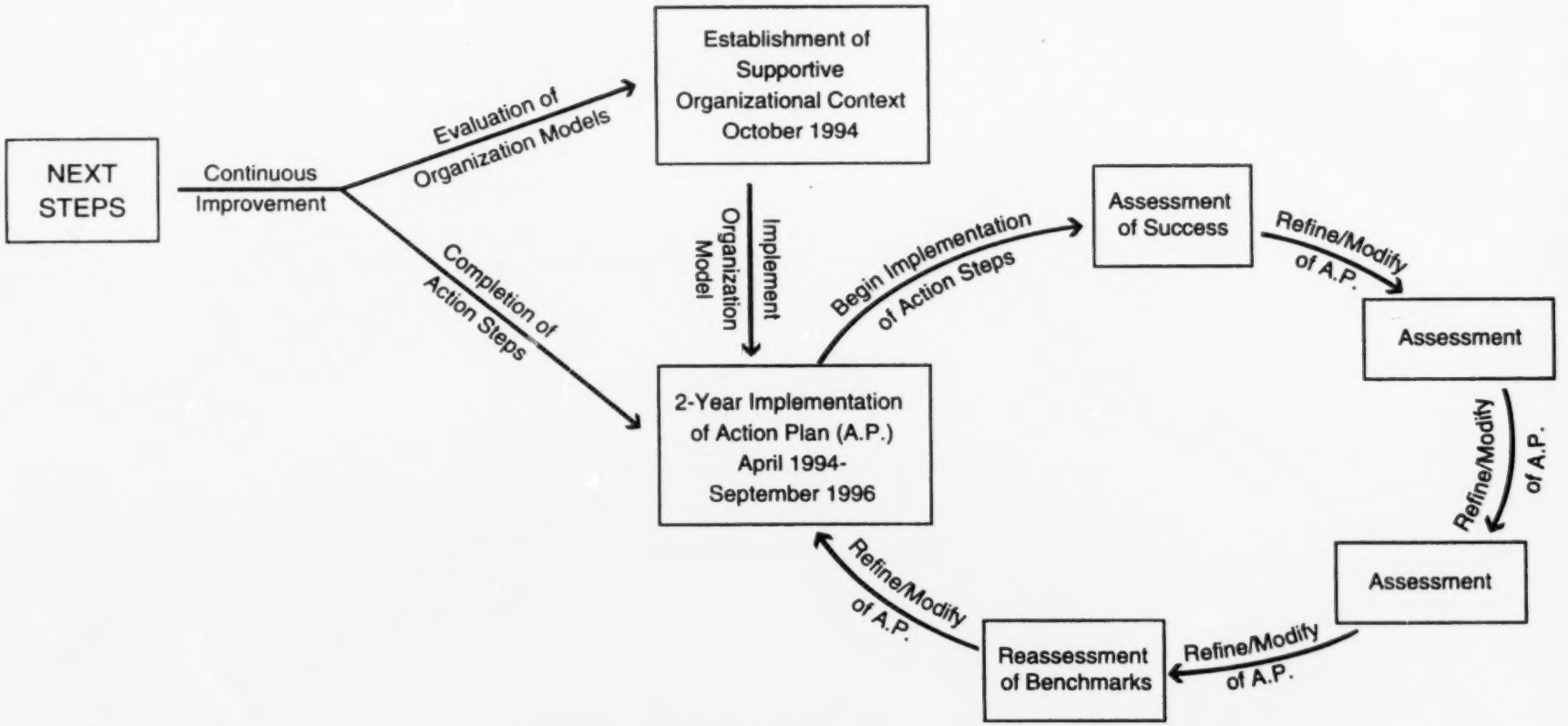
## October, 1991 - April, 1994




**See Flowchart II For Next Steps**

# Northeastern Illinois University College of Education
# LLT Project - Flow Chart II

## April, 1994 and Beyond



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# Student Learning Activities for Teacher Education (SLATE)

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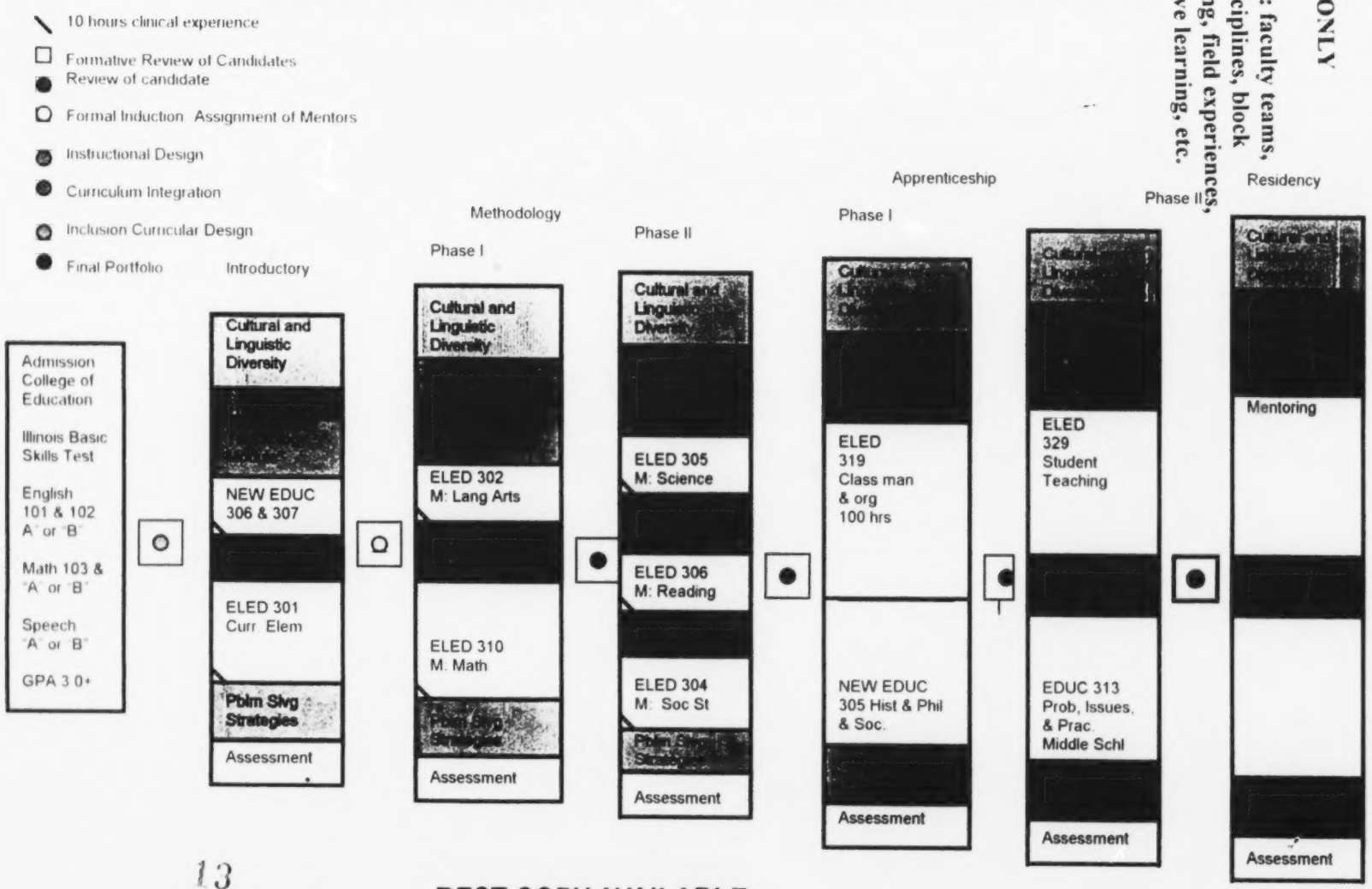
Features: faculty teams, cross-disciplines, block scheduling, field experiences, interactive learning, etc.



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## Mission Statement Directions
**(Strategic Goals)**

**Northeastern Illinois University**
**College of Education**

**To successfully begin to implement its mission over the next three years, the College of Education must develop and implement plans of action to move the College in each of the following directions. These directional statements will be reviewed and refined as appropriate, but will in fact constitute the major goals of the College's effort to prepare itself to enter the 21st century as an acknowledged outstanding College of Education.**

1. **Learners are at the center of the curriculum in all programs. Learners are provided with learning experiences that enable them to perform In a superior manner as practitioners, educators and life-long learners.**

2. **Curriculum in all programs seeks to incorporate collaborative relationships within the College of Education, and between the College of Education, the College of Arts and Sciences, the College of Business, the schools, and the community.**

3. **Students view faculty and staff modeling appropriate and best practice. Faculty are supported and rewarded for modeling best practice.**

4. **Time and resources are available to support the College of Education's achieving these goals.**

5. **Curriculum in the College reflects the view that teaching and learning is a continuum extending from pre-service through in-service and into retirement from teaching.**

6. **The structure and organization of the College of Education supports and allows collaboration, joint inquiry and innovative instruction to take place.**

7. **Faculty, staff and students engage in joint inquiry and dialog regarding educational change, best practice and continuous improvement of the College of Education.**

8. **The College of Education has a research agenda that promotes and supports the development, conduct and dissemination of new knowledge, best practice and the validation of innovative and effective instructional practices.**

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9. Faculty and staff service to schools and community is a valued and recognized part of the mission of the College. The College's service and research agendas address urban educational issues.

10. The College of Education integrates its service, research, and instructional activities. All of which is directed toward a long-term goal of improving the quality of instruction and learner achievement in the College, the schools and the community.

11. The College of Education incorporates technology and its applications into its instructional, service and research activities.

12. The College of Education has developed a "college culture" in which faculty, staff, and students feel involved, supported, and successful in progressing toward respective professional and/or academic goals.

1/11/94
(Developed by the faculty)